

For Laura Robb

“Every book, every volume . . . has a soul.
The soul of the person who wrote it
and of those who read it and
lived and dreamed with it . . .”
—from *The Shadow of the Wind*
by Carlos Ruiz Zafón

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Embracing Readers' Growth and Change

I sat across from several of my seventh-grade students who wanted to share their thinking about the reflection process. Notebook and pen in hand, I asked: How has reflection in class this year helped you as a reader and thinker?

Nathaniel explained, “When you asked us to reflect, it really made me start paying attention to what I was reading. It pushed me to read different genres.”

“Yeah,” Carlos said, “it was a different way to think about what we were reading. You know, it wasn’t the same sorts of questions we’ve been asked before. It made you think about your book.”

“I think that’s why I liked it as the year went on,” Kaylee said. “It helped us connect to real life and there wasn’t a right or wrong answer.”

As they spoke, I wrote quickly, trying to capture their responses, because they so beautifully illuminate the power of reflective thinking and the reason I wrote this book. I developed this book because I’d come to see that reflection is the catalyst that sparks all students toward a truer understanding of the reading process, of interpretation, and of themselves as readers.

“

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S. Travis Crowder

”

What Reflection Is

Reflection is the story of learning. Like hand-drawn maps, with routes curving and bending with noticeable individuality, reflection gives contour to our experiences, and forms the geography of our thinking. If we listen closely to our own thoughts, giving ourselves space and time to think, we begin to sense where we might want or need to go next. Reflection shapes the landscape of any learning journey.

Reflection provides students with clarity, direction, and an awareness of their reading selves.

In the Reader's Workshop, reflection provides students with clarity, direction, and an awareness of their reading selves, understanding that “books help us understand ourselves and the world around us, giving us glimmers of who we are and who we might become” (Barnhouse & Vinton, 2012, p. 6). Over time, students come to see:

- A clear narrative of their progress
- Stronger connections between all of their learning
- That their reading selves may be different from their social selves, or who they are in a family structure, and that their relationship with books has the potential to drive their lives in positive ways.

How Reflection Develops Across The School Year

These three outcomes are reached over the course of an entire school year, and become part of a student's life as a reader forever. Because this is such a gradual process, I organized this book's chapters to follow the chronology of the school year and of students' growing reflection skills. I cover the what/when/how details in this chapter and the next, and then arrange chapters into phases of the Gradual Release of Responsibility model. So, in chapter 3, we learn about the **I Do** of teacher modeling and getting started with writing in notebooks. In Chapter 4, the **I Do** is focused on learning about the readers in your room. In chapter 5, discover many **We Do** activities—shared experiences designed to have students tiptoe into the shallow end of response and toward the deep end of reflection. In chapter 6, it's time for student independence, the **You Do** of reflection, when readers are more intentional about reflection.



A Reader's Notebook is fertile ground, a place where students can develop a long-lasting relationship with books.

With this book, I am taking you through a year of learning beside students as they navigate reflective thinking. I show the incremental journey that builds children's confidence, understanding, and joy.

—S. Travis Crowder

Portrait Gallery of Student Growth

The heartbeat of this book is **The Portrait Gallery** in each chapter. Here, I showcase examples of student writing. Usually one is an earlier-in-the-year example, and another mid or late year, to show how readers progress in a year.

These excerpts are brief, so as not to overwhelm you with reading. They are also meant to assure you that it's okay if you see somewhat superficial reflection at first, as students need time to know their own minds and risk-take on the page. You will discover that each year, the class is different. One year, students went from 0-60, surprising themselves and me with their ability to reflect before the first frost hit. Other years, progress is slower, and more subtle. Yet even in the quieter years, the practice of reflection leads to important growth.



Brittani



Naveah



Laura



Kate-Marie



Tanner



Faith

Special Note About Nonfiction

As you will see in the student samples of reflection, most relate to their fiction reading. I purposely didn't load the book with nonfiction examples because whenever I tried to add more, it seemed I was trying to make the book all things to all genres. I know in my heart that any teacher reading this work will be able to apply it to teaching nonfiction without my formal introduction. And perhaps more to the point, I believe that I am strongest and truest when sharing ideas for fiction with you and my students. That's my bias. All literature is worth its weight in gold, yet I think short stories and novels have a special place in middle school classroom in which I teach. Children from a much earlier age than we think are beginning to feel the ground shift in their lives, and quest to know who they are and what and who they can steady themselves with; fiction writers create out of these very same needs. The writer Sandra Cisneros in her memoir *A House of My Own* puts it this way: "We find ourselves at home, or homing, in books that allow us to become more of ourselves. Home is 'not just the place where you were born,' as writer Pico Iyer once noted, 'It's the place where you become yourself.'"

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—Sandra Cisneros

Knowing the Difference Between Response and Reflection

Reflection is a dynamic process. When we reflect, we look back at an experience and recall the details, of course, yet we also tune into how the experience has changed us. If I reflect, say, on a time when a friend helped me through a tough semester in college, with jokes and favorite snacks and late night conversations, I'm thinking about the friend, how young and vulnerable I was, how words of wisdom helped me move forward, how much I've changed, and maybe some things that friend taught me about life. Reflecting about reading is or ought to be a similar mix—we notice how we've changed and grown as the result of the book, what we've learned, and how it might prompt us to effect change, both in ourselves and the world.

This notion of reading and reflecting to influence is a far cry from reading to answer, to recall, to get a grade and move on. And so as you read these chapters, I encourage you to keep this high contrast in mind; reading-to-perform is like wandering in a rocky mountain range without a map.

... thinking about a text begins as response but eventually grows into reflection.

In ways, reflection seems similar to a reader's response, and honestly, there is overlap. Responses tend to be students' initial reactions, when they focus on their feelings and connections to a text. In my point of view, thinking about a text begins as response but eventually grows into reflection. Take a look at the following entries, and think about what's different between Hunter's response and his reflection.

A Reading Response

I really enjoyed *Fahrenheit 451* by Ray Bradbury. I enjoyed how Montag changed from a book burner to book savior. Mildred was frustrating because she never really did anything, but I liked how Montag decided to do what he knew was right to do. He was the character I connected with the most. If I were in his shoes, I would have tried to do the same thing, but in a world where you are punished for having books, I don't really know what I would have done.

In the response section above, Hunter focuses on his connection to Guy Montag, the main character of Ray Bradbury's *Fahrenheit 451*. Notice that Hunter explains how he connects and even provides some supporting evidence, but a text-to-self connection lingers in response thinking.

A Reading Reflection

I read *Fahrenheit 451* quickly, but I realized I was going back and reading parts of it again. It wasn't confusing, it just slowed me down, but I didn't mind. It really made me think about how a society can create chaos in the lives of people by reprimanding them if they have something considered "illegal." What could be illegal about books? I love reading and couldn't imagine being in a world without them. It seems, though, that books cause people to think on their own and Beatty hated when people thought on their own. So I guess that was the point.

In the reflection section above, Hunter moves beyond response to mine his experiences and think about the experience of reading itself. Hunter expanded the response to include elements of reflection, including questioning the text, and considering how he relates to the book and determining the book's significance. He is using his response as a springboard to move into reflective territory.

Take a look at the list of questions below. What do you notice about one type of question versus another? To me, the questions that elicit responses tend to orient around a specific text, whereas questions meant to stir reflection tend to orient around the reader—her process, her life, the dynamic combustion between the author's ideas and her own.

Questions that Elicit Responses

- How did this make you feel?
- What surprised you?
- What is your reaction to _____?
- If you were this character, what would you do?
- What are your opinions about a character's decisions?
- Do you agree with this writer? Why or why not?
- What big ideas do you notice in this piece of writing?
- What evidence supports your thinking?
- What argument does this author raise about _____?
- How do you feel about this? Why?

Questions that Elicit Reflection

- What did you notice about this piece of writing?
- What trends have you noticed in your reading life?
- Based on your reading life, what big ideas do you seem drawn to?
- What questions do you have now that you've read this?
- Why does this piece of writing/book matter?
- Now that you've read this, what do you feel you need to do?
- How do you feel you've grown as a reader because of this reading experience?
- Will this help you affect change in your world? How?

Book-Head-Heart Framework

Kylene Beers and Robert Probst (2018) introduced the Book-Head-Heart framework in *Disrupting Thinking*. BHH is another way for students to think about the texts they read, especially as we teach them to be responsive and responsible readers.

BHH Reading

When you read, think about what is....

IN THE BOOK

- What's this about?
- Who is telling the story?
- What does the author want me to know?

IN YOUR HEAD

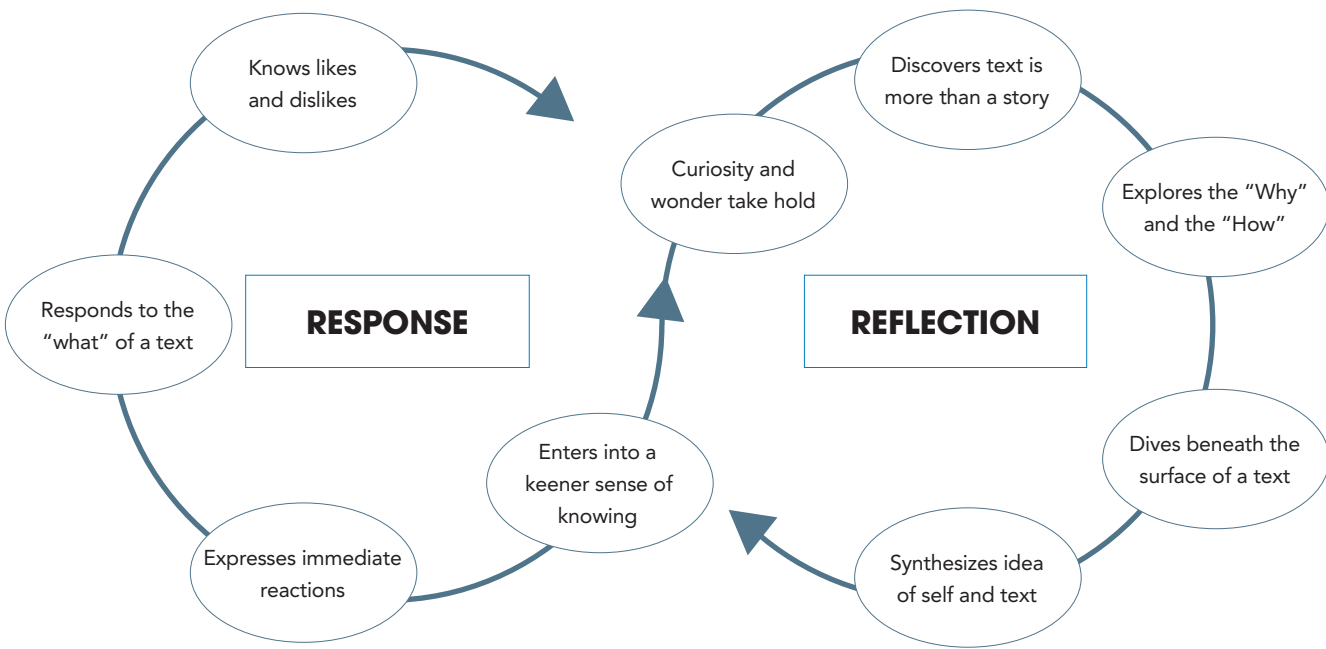
- What surprised me?
- What does the author think I already know?
- What changed, challenged, or confirmed my thinking?
- What did I notice?

IN YOUR HEART

- What did I learn about me?
- How will this help me to be better?

Supporting Growth

This book clarifies the distinction between response and reflection for one important reason: when we teachers know the difference, we can take readers farther in the course of a school year. It's that simple. In the graphic shown here, notice that response and reflection are not on a continuum. Instead, readers ebb and flow between the two domains. In everyday life, even the most engaged, habitual readers may respond and move on from a text, for a host of reasons. For example, so-called beach and airplane reads may entertain us but not warrant reflection. Or we may be in a period of life when reading is meant to relax or even distract us from hardship.



Core Beliefs in Action

As is true with all good teaching, all we do in terms of routines and practices are tethered to our beliefs about what it means to learn, and what we think our role is for our students. These beliefs develop from literacy research and experience teaching; never one without the other. The nine statements that follow represent the conclusions I have drawn from teaching, professional reading, and research on comprehension, social emotional growth, conferring, and reading motivation, among others. The day-to-day conversations I have with students and colleagues are what makes these beliefs matter, and solid as sun-baked earth. I encourage you to develop your own list of beliefs, in your own words. As you proceed through the book, you will notice these beliefs evident in the classroom practices.



Develop your own list of beliefs about teaching and learning, in your own words.



Students admire their teachers when they know their teachers, and the beliefs they stand for.

We Learn Through Stories

My philosophy of teaching reading rests on the belief that all students love stories and want to deeply engage with them. In Robert Coles' words, it helps them to develop a sense of "sorely needed understanding" of their world and of the people who inhabit it (*The Call of Stories*, p. xiv). We carry our stories with us, and we bring those stories to the threshold of each text we encounter. And we need them. They help us interpret, providing a lens through which we understand the role of *character* in life, and that we are engaged in a hero's journey.

TRY
THIS

Read aloud one moving picture book or short story per day for a week. As you do so, I want you to simply notice students' facial expressions as you glance up from the book or show them the illustrations.

Reading Develops Empathy

Reading engages the heart and mind. When a child connects to a book it shifts her into an affective plane where she can be moved by characters and interested in their struggles. She walks and she thinks beside the characters (or, with nonfiction, the people and the events), and as the characters grow and change, her comprehension and connection grow, too.

TRY
THIS

Comb your classroom shelves for a book that you feel will elicit a strong emotional response from students. You may want to read aloud the picture book *Drawn Together* by Minh Lee and Dan Santat or a section from *A Long Walk to Water* by Linda Sue Park. Talk openly about your reactions to these books. Create an anchor chart that includes words of emotion and invite students to write or to talk with a partner about their own reactions. Discuss transfer— how can you move this into your own reading life and notice and name the emotions you experience when you read?

Reflection Flourishes with Trust

The development of students' reading lives, which is the primary goal of a Reader's Workshop, starts from a place of love and sustains with a respect for each student, so that mutual trust ensues. Why? Because inviting students to engage with texts and develop the habit of reading takes curiosity, compassion, and patience. As poet Eve Merriam said it so well, "it takes a lot of slow to grow." Some students will adapt quickly to a Reader's Workshop environment, while others will need time to grow into a reading habit and identity. And that is acceptable. Trust your teaching, trust your students, trust the process.

TRY
THIS

After a week of Reader's Workshop, invite students to write in their notebooks or turn and talk with a partner. Ask: *What helped you during the week to fall into the story or language of your book? How do your interests intersect with the events, people, and/or ideas in the book? What do you notice about themselves as readers?* Encouraging them to express (with help from a peer and/or a class-created anchor chart) what they notice will give them a foundation for a year of reading.



Develop a culture of reading, stoke peer work, and show yourself as a reader too.

“It takes a lot of slow to grow,” Eve Merriam says. Trust your teaching, trust your students, trust the process.

Reading and Reflection Grow from Choice

Choice is a crucial element that changes students’ perceptions about learning. When children can continually choose what to read, a schoolwide culture of reading is possible (Robb & Robb, 2020). Conversely, when schools rely on curriculum maps and sacrosanct reading lists that are assessment-focused and teacher-centric, students disengage from the act of reading, and fall further and further behind in their abilities as critical readers. In my classroom, reading and reflection grow from the choices students make. As students continue to make choices in their reading lives, we consistently consult the to-read lists inside their notebooks (discussed more in Chapter 2) to determine where they need to go next. To help students develop their own reading independence, I want them— no, I need them— to begin making choices on their own, using the resources, such as the reading recommendations in the fronts of books or a friend’s suggestion, to guide their choices as readers.



Consult your librarian, the *Voya* magazine or School Library Journal websites, or a trusted colleague for book recommendations for your students. Keep a list, either on your classroom door or on a wall in your room, that will showcase favorites.



Assisting students with book selection skills is central to their developing a vibrant reading life.

Reading Engages the Heart of the Mind

Books have the capacity to affect our hearts and minds simultaneously. When we invite students to read, we are inviting them into a process of heart and mind engagement. This conviction comes from my reading *The Heart of the Mind* by Michael Clay Thompson (2001), which woke me up to the false dichotomy that often dominates academic practices and curriculum development. Generally speaking, traditional instructional routines split the heart from the mind, and don’t do enough to connect with students’ interests. When we focus on relevant ideas and issues, share compelling fiction and nonfiction, and make it okay for students to think and feel as they read and write about their reading, we all excel.



Do a one-minute Quickwrite about your teaching or your students in response to this excerpt from Regie Routman’s *Literacy Essentials* (2018):

“ . . . we must do whatever we can to first capture students’ and teachers’ hearts before worrying about how much we are instructing them. Have you noticed that no one ever says ‘mind and heart’? That’s because if we win a person’s heart, the engagement, effort, and intellect are more likely to follow. To reach the heart, we appeal to people’s interests, needs, and curiosity; respect their culture and background; value them as individuals; and care about their well-being (p. 77).”



From every vantage point around the globe, we need to open our hearts and minds together. Literature helps us to do that.

Reflection Leads to Recreational Reading Habits

If you look at common language arts curriculum, or report cards for that matter, it seems we define a successful reader as one who completes complex books, or a series of classroom assignments of some kind, and in general “participates” in school. *Participate* is such a wan word, isn’t it? If we are serious about creating lifelong reading habits, might we drum up some more energy? Dream up a classroom environment that is more indie bookstore than institution? When I walk into a bookstore full of books and readers, it releases endorphins and I feel at home. The space is full of people in the habit of reading.

TRY
THIS

Recall the palpable engagement in the air in a good bookstore or a library, and the buzz of endeavor—that’s what we want to set in motion. To do that, from early in the year, try asking students:

- Where do they want to go?
- How many books do they want to read?
- What genres do they want to explore?
- What do they want to know more about?



Sometimes I pose these questions in the midst of discussion, but more often than not I encourage them to write about them in their reading notebooks. The happy side effect is that the students’ reflection primes them to begin to develop personal reading goals. I’ll go into more detail on how I demonstrate the process of writing in my notebook in more detail in chapter 3, but the gist is, I do it often, so that students see it’s a habit of mine. Students writing in notebooks is the backbone of this book.

Reflective Thinking Needs to be Modeled

Students are curious about their teachers, so it makes sense to give them insight into your reading life. My notebook goes under the document camera almost every day, so students see how my words and pictures are my own peculiar emojis of response. I might muse about a genre or book I want to read next, an author I just don’t seem to “click” with, what I want to accomplish in a week or a year, topics of great interest, and so on.

My notebook goes under the document camera almost every day, so students see how my words and pictures are my own peculiar emojis of response.

My modeling never ends with a command of, “Now you try this.” Instead, it’s an explicit yet gentle invitation, a glimpse of what it is like to be in the habit of reading, and the pleasurable contest of goal-setting for oneself. I hope one day many years from now I will walk into a bookstore and see a person browsing in the New Releases section, and think it looks a lot like a former student—only to discover that it is.

TRY
THIS

What book are you currently reading? Either under the document camera, on a piece of chart paper, or on your board, write a response that leads into reflection. Write about your feelings, how you’ve connected to a book, and what you’ve noticed about yourself as you’ve read this book. Consult “Questions that Elicit Reflection” (page 13) for other prompts. Invite students to share what they notice about your writing. Make a list on chart paper and hang in your classroom for future reference.

Readers Need to See Reflection as Part of Reading

Once upon a time, I was a teacher who kept one eye on the clock and another on the curriculum map. I believed I was expected to cover material and in doing so, I wound up cantering through Shakespeare and Bradbury, ruining beautiful literature because I was obsessed with time and “getting it covered.” The students who were victims of this horrid process did not develop a love of reading; in fact, they digressed and were never given an opportunity to flex their reflective thinking skills or find the texts that resonated with them.



Inviting students into a gathering space to discuss reading takes away the formality of teaching and learning. It demonstrates the power of community and how precious the social aspect of reading really is.

We cannot rush the reading process of our students. In *Proust and the Squid: The Story and Science of the Reading Brain* (2007) Maryanne Wolf notes how important pace is for readers: “In music, in poetry, and in life, the rest, the pause, the slow movements are essential...” (p. 213). She argues that the allegiance to “more” and “faster” should be met with vigorous questioning (p. 214) because that allegiance affects how we learn and how we think about our learning. All readers need time to process a text, and write about their thinking, and when given this opportunity, the quality of thinking grows. There is little more rewarding than watching students at the end of the year look back over the body of work they’ve created in their notebooks to appreciate how much they have changed as readers and thinkers. Rushing this process will only end in frustration, both for you and students. These slow moves, these pauses, are critical to students’ fledgling reading lives.

We cannot rush the reading process of our students.

TRY THIS

Ask students to turn and talk about how their thinking about characters has changed since starting a novel. At first, student talk may be surface-level, so follow the turn and talk with time to write about their conversation or share with the larger group. Talking with peers is vital to reflective thinking development, so do these activities several times a week. This activity is easy to adapt for biographies and nonfiction.

Portrait Gallery of Student Growth



Brittani

Beginning-of-the-Year Reflection

Book: *Gym Candy* by Carl Deuker

This book (*Gym Candy*) is touching my heart because when Mick was angry about his dad lying to him it made me feel mad too. I want to read more books like this.

Middle-of-the-Year Reflection

Book: *Dear Nobody* by Gillian McCain and Legs McNeil

I am reading *Dear Nobody*. Mary Rose is an alcoholic and she is addicted to drugs. I feel bad for her because she had such a hard life and she didn't have many friends and she moved a lot. As I read this book, I am trying to put myself in her shoes. I need to read more books like this because I am interested in reading about how kids deal with these problems (drugs, etc.).

My Take: When asked to reflect about her first book of the school year, Brittani skimmed the surface. She reveals an impressive personal connection, and tiptoes into reflection territory with her last sentence, but like many students at the start of the year, she stops short of more expansive thinking about the novel and her experience of it.

**TRY
THIS**

Digging into this reflection is essential— what separates this writing from being truly reflective? As students learn the ropes of reflective thinking, they will strive to reach into their hearts and minds to unearth deep thinking. When students admit that they want to “read more books like this,” I want them to pinpoint the “what” of their statement. What did this book have that makes you want to go in search of others like it? A big idea? A problem? Helping students generate a list in their notebooks such as types of characters, problems I like to read about, emotions books help me experience, and so on guides them to do a better job of articulating the book elements they enjoy, and what they look for in future reading.

My Take: In Brittani’s mid-year reflection, her thinking has developed considerably. She lingers in response for a moment, but moves into reflection, thinking about how she had tried to put herself in the character’s shoes and identifying the things she wanted to read more about. Although this reflection shows growth, I talked with her about stretching her thinking even more.

**TRY
THIS**

Nine times out of ten, the in-the-moment coaching I do takes the form of asking a question or two aimed at a line of thinking I am not yet seeing enough of. I might say, “What might you do now since you’ve read this book? What have you noticed about yourself since putting yourself in the character’s shoes? How is this book changing you as a reader?”

Collegial Conversations

Reflective thinking creates permanence in students' learning (Keene & Zimmerman, 2007). In *Mosaic of Thought*, Ellin Keene and Susan Zimmerman (2007) convey the value of reflection sessions, a time when students gather and readers share what they have learned. Looking back across their reading lives, kids are given space and time to describe what they learned, as well as what they learned about themselves, both as readers and human beings (p. 134).

As students continue to think about their reading lives, considering the things they have learned through their reading and the ways they have changed as a reader, they develop agency—they are directing their own reading lives. They are the monitors and they decide where they are and where they need to go.

Supporting Change

To help kids think about their reading, in the first weeks and possibly months of the school year, I always start by inviting response. I ask:

- “How did this make you feel?
- What in the text made you feel that way?”

This response is just a beginning. My ultimate goal is for the response work to lead to students' considering how something has made a difference. To push their thinking further, I may ask them: “What do you feel is the meaning behind this text? In other words, why does this text matter? How have your reactions helped you understand the significance of this text?”

Considering questions such as these is, to me, true reflection—when we notice the inner changes and also notice whether the book has made us see the world differently. This work moves us into the “so what?” territory of reading and thinking, when our thoughts turn to “what should happen” once we are finished with the reading.

Sometimes this after-reading exploration takes the form of rereading the text. At other times, we might look back across our experience as a reader, perhaps even skimming earlier notebook entries, to appreciate that how we experienced this current book is far different than how we responded to that book, earlier in the evolution of our thoughts and skills as reflective readers. This “after” work might involve others and it might inspire us to act—to write to the author, write an editorial, dabble in that genre as writers, dive deep into that genre, and so on. All because we've noticed the inner changes. Only when we notice the inner change can we act wisely in the world.

TRY THIS

To invite readers to stretch their thinking, read their notebook responses, and then ask questions in conferences like, What did this novel tell you about yourself and what do you feel you need to do and/or read as a result of this reading experience? (See chapter 6 for more details.)

Inner Change and Outer Change

I think the concept of inner change and outer change is key; we don't talk enough in the reading profession about the fact that avid readers are those who embrace the tumultuous, ever-changing state that reading puts us in. Reading is meant to knock us off our feet, to change us, to alter how our minds work about an issue or theme. Reflection is the process that helps us regain our footing through thinking and writing down our flying ideas and reflecting to a point that they become insights. These insights are both evidence of growth and change and proof of a steady, sure reading self.

Just as we teach students that long passages in a novel, when we get the protagonist's inner thoughts, often signal major character conflict and growth, the sentences in our notebooks are the hallmarks of change for us too. A friend told me that when she was in college, the poet Richard Wilbur visited the campus and read aloud his poem “The Writer” and she was so moved by it that she went back to her freshmen dorm room and cried, wrote about it one of her beat-up spiral notebooks. She found the notebook decades later and was astounded by how powerfully the reflection itself brought back the emotional impact of the poem, and helped her see all the changes in her from then to now, as a reader and a person. Literature prompts inner and outer change—and reflection does too.

A Reflection

“Out of My Mind by Sharon Draper made me feel different about people who are handicapped. I used to think they had to have everything done for them. It looks like I was wrong. People with disabilities can do anything! I really want to read more books like this.”

—Vivian, Fifth Grader

QUESTIONS to ASK YOURSELF

- Can you think of a time in your own life when reflection was really important? Why?
- How does reflection challenge all of us to go deeper in our thinking and maybe even problem solve? How can it help you and your students?
- How can your insights about reflection in your own life help you model and coach reflection with your students?

Further Reading

Here are a few of my favorite professional books on reading response:

Teaching Reading in Middle School
by Laura Robb

Reading with Presence
by Marilyn Pryle

The Write to Read
by Lesley Roessing

Response and Analysis
by Bob Probst

Notice and Note
by Kyleene Beers and Bob Probst

Concluding Thoughts: Belonging

In this chapter, the following points have been explored:

- Response and reflection are separate processes, but they do overlap, and so we must honor student response in order to nudge them toward reflective thinking.
- Engaged readers think back across their experiences and use those experiences to guide them—in the now and in the future.
- Stories unite us all, and when students adopt a reading life, they are becoming part of conversations that reflection will help them understand more intimately.
- Reflection nurtures students as readers and thinkers.

I believe that we need to embrace the way that reading can disquiet us for a spell, before we reflect and in a sense tame the rawness of our response. Readers make sense of what the author stirs in us. We frame it so we can better learn from it, and act upon it. So, in conclusion, let reading spur us to act. Let reading and reflection change us as readers and humans.

It’s only fitting then that I share the work of Kaylee, who told me that the reflections she wrote in her notebook and voiced during conversations with me caused her to reread *The Outsiders* by S.E. Hinton. The rereading experience got Kaylee thinking about mistakes. In a subsequent reading conference with me, she noted that so many characters in the book ponder their mistakes. It got her thinking about her own mistakes, which had created some personal turmoil for her this year. She also penned a poem that I continue to use as a Quick Write text with students.

